INTRODUCTION

Power must be analysed as something which circulates, or rather something which only functions in the form of a chain. It is never … in anybody’s hands, never appropriated as a commodity or piece of wealth. Power is employed and exercised through a net-like organization. And not only do individuals circulate between its threads; they are always in the position of simultaneously undergoing and exercising this power (Foucault 1980: 98, cited in Panelli 2004: 164).

[T]he confusion of place, of voices, histories and experiences speaking ‘out of place’, forms part of the altogether more extended sense of contemporary semantic and political crisis. A previous order and organization of place, and their respective discourse, has had increasingly to confront an excess of languages emerging out of the histories and languages of feminism, sexual rights, ethnicity, race and the environment, that altogether undercut its authority (Chambers 1990: 3).

In GEOG 406 we investigate what some commentators over the last 20 years have called, the ‘crises of place and identity’ generated by modernity and global capitalism. We explore the re-presentations, negotiations and contestations over places and identities at various scales.

At the heart of the course are three recurring questions:

• How are the geographic (re)workings of power manifesting themselves in new understandings of places and identities?
• How are these places and identities being politicised? and
• Who benefits or loses out as a result of this politicisation?

To carry out the above explorations and questions, we engage different theoretical frameworks (feminist, poststructuralist and postcolonial) and work through fieldwork, discussion and student-led fieldtrips/seminars to ‘ground’ and experience the ideas explored.
A. TEACHING TEAM, OFFICE HOURS AND CONTACT DETAILS

Co-ordinator:
Sara Kindon, Cotton Building Room 213, ext. 6194, e-mail: Sara.Kindon@vuw.ac.nz

Sara’s consultation times: Thursdays 11.15am-12noon. You can email me at anytime and I will respond within 2 working days.

Guest Lecturer:
Geoff Hume-Cook, Transforming Images Ltd, Wellington.

Geoff’s contact: 021-977-061, e-mail: ghc@paradise.net.nz

B. COURSE LEARNING OBJECTIVES

Course aims
The overall aims of the course are to familiarise you with the geographical dimensions of current questions surrounding ‘place’ and ‘identity’ and to equip you with helpful frameworks and questions with which to interrogate the world around you.

Course objectives
By the end of the course you should be able to:

1. Recognise and have an understanding of feminist, poststructuralist and postcolonial theoretical perspectives in the geographic literatures about place, power and identity.
2. Be more aware of the ways in which people and places are constructed through discourse.
3. Critically reflect on discourse in your experiences of particular places and your identity.
4. Analyse how ‘place’, ‘power’ and ‘identity’ are mutually constitutive.

C. COURSE STRUCTURE AND CONTENT

The course is organised as a series of seminars, discussions and experiential fieldtrips. Speakers each week will kick off the week’s theme with an informal talk. Students are advised to take notes and encouraged to raise questions during this talk. Readings are assigned to support this content and are discussed in following discussion sessions. Throughout the course emphasis is placed on critical questioning and supportive dialogue. A key component of the course is the use of experience to help us think differently about the geographic (re)workings of place, power and identity. The course is internally assessed.

Teaching timetable

Seminars are at the following times and places:
Tuesday 12.00noon – 1.50pm KK 201 (1hr 50mins)
Friday 12.00noon – 12.50pm KK 201 (50mins)
On **Tuesday March 20**, the class will take the form of a fieldtrip to an unspecified site in Wellington city. More details about the trip will be discussed in class and you will be asked to sign a consent-to-participate form for ethical and health and safety purposes. **Please make sure you re-arrange work and other commitments so that you can take part in this fieldtrip as it centrally informs the rest of the course.** See Sara early on, if you anticipate difficulties.

A detailed outline of classes is provided below along with their associated set readings. As this course is largely readings-based, I strongly urge you to attend all classes and prepare by doing the reading so you can participate fully in discussions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Title/Section</th>
<th>Rdg</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1 Mar 6</td>
<td>(Re)Working Power</td>
<td>a</td>
<td>Sara, Geoff</td>
</tr>
<tr>
<td>W1 Mar 9</td>
<td>Class Discussion</td>
<td></td>
<td>G, S, All</td>
</tr>
<tr>
<td>W2 Mar 13</td>
<td>Power/Knowledge: Embodiment b, c</td>
<td>G, S</td>
<td></td>
</tr>
<tr>
<td>W2 Mar 16</td>
<td>Deconstructive Preparation for Fieldtrip</td>
<td>G, S</td>
<td></td>
</tr>
<tr>
<td>W3 Mar 20</td>
<td>Fieldtrip: Di-Splacement Activities d, e</td>
<td>G, S</td>
<td></td>
</tr>
<tr>
<td>W3 Mar 23</td>
<td>Class Discussion</td>
<td></td>
<td>G, S, All</td>
</tr>
<tr>
<td>W4 Mar 27</td>
<td>Troubling the Place of Gender f</td>
<td>Sara</td>
<td></td>
</tr>
<tr>
<td>W4 Mar 30</td>
<td>Class Discussion</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>W5 Apr 3</td>
<td>Field Group Preparatory Work --</td>
<td>S, All</td>
<td></td>
</tr>
</tbody>
</table>

*Mid-trimester Break (Weeks 6 & 7)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Title/Section</th>
<th>Rdg</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>W8 Apr 24</td>
<td>Place as Event and Process g</td>
<td>Sara</td>
<td></td>
</tr>
<tr>
<td>W8 Apr 27</td>
<td>Class Discussion</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>W9 May 1</td>
<td>After Empire</td>
<td>h</td>
<td>Sara</td>
</tr>
<tr>
<td>W9 May 4</td>
<td>Class Discussion</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>W10 May 8</td>
<td>Kotla Walks (Documentary Film) --</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>W10 May 11</td>
<td>A Progressive Sense of Place? Discussion i</td>
<td>S, All</td>
<td></td>
</tr>
<tr>
<td>W11 May 15</td>
<td>Student Fieldtrip/Seminar j</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W11 May 18</td>
<td>Class Discussion</td>
<td></td>
<td>All</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Event</td>
<td>Reading Notes</td>
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</tr>
<tr>
<td>W12</td>
<td>May 22</td>
<td>Student Fieldtrip/Seminar</td>
<td></td>
</tr>
<tr>
<td>W12</td>
<td>May 25</td>
<td>Class Discussion</td>
<td>All</td>
</tr>
<tr>
<td>W13</td>
<td>May 29</td>
<td>Student Fieldtrip/Seminar</td>
<td></td>
</tr>
<tr>
<td>W13</td>
<td>June 1</td>
<td>Class Discussion</td>
<td>All</td>
</tr>
<tr>
<td>W14</td>
<td>June 5</td>
<td>Geography’s Dead! Long Live Geography!</td>
<td>S, G</td>
</tr>
<tr>
<td>W14</td>
<td>June 8</td>
<td>Closing Discussion</td>
<td>All</td>
</tr>
</tbody>
</table>

D. ASSIGNED READINGS TO SUPPORT SEMINARS

**Week 1 (Re)Working Power**


**Week 2 Power/Knowledge: Embodiment**


**Week 3 Fieldtrip: Di-Splacement Activities**


**Week 4 Troubling the Place of Gender**


**Week 8 Place as Event and Process**


**Week 9 After Empire**


**Week 10 Towards a more Progressive Politics of Place**

Students will identify readings to support their fieldtrips and Sara will copy and distribute these in Week 10 (readings j - l). The reading for Week 14 (reading m) will be circulated in Week 13.

E. COURSE ASSESSMENT AND CRITERIA

Assessment Tasks

- Written Engagement (Weeks 1-2) 10%
- Displacement Activities Field Paper (Week 3) 25%
- Fieldtrip/Seminar Facilitation (Weeks 11 - 13) 25%
- Research Paper on Fieldtrip/Seminar (Weeks 12 - 14) 40%

Relationship between course objectives and assessment

Objective 1. Recognise and have an understanding of feminist, poststructuralist and postcolonial theoretical perspectives in the geographic literatures about place, power and identity
Assessment: Fieldtrip/Seminar Facilitation; Research Paper

Objective 2. Be more aware of the ways in which people and places are constructed through discourse
Assessment: Field Paper; Fieldtrip/Seminar Facilitation; Research Paper

Objective 3. Critically reflect on discourse in your experiences of particular places and your identity
Assessment: Field Paper

Objective 4. Analyse how ‘place’, ‘power’ and ‘identity’ are mutually constitutive
Assessment: Written engagement; Fieldtrip/Seminar Facilitation; Research Paper
Written Engagement (10%)

Task
Write a 1000-1500 word paper critically engaging with one of readings a, b or c.

Assignment Purpose
• To enable you to explore a key concept in more depth.
• To enhance your critical reading skills to support the rest of the course.
• To start building your discourse analysis skills to support your subsequent research paper.

Assignment Focus and Content
This assignment invites you to read readings a, b and c and write an analytical engagement on one of them. The written engagement is NOT a summary of the key points of the reading. It is an analytical engagement, which means you go deeper into the politics of the text, and how it was constructed. Address the following in your reading, analysis and writing:

a) What did you like, enjoy or find helpful or interesting in the reading and why?
b) What didn’t you like or find helpful about the reading and why?
c) What assumptions are being made by the author(s) in terms of how they write, what they write about, to whom they write?
d) How do the author(s) use and/or critically engage binaries/dichotomies? What do they privilege? What hierarchies to they reinforce or challenge?
e) What do the author(s) include and exclude in their discussions? What are the effects of such inclusions and exclusions?
f) How do the author(s) pay attention (or not) to axes of difference - such as gender, sexuality, ethnicity, class, ability, age, and so forth? And what effect does this have on their argument(s)?
g) What examples, sites (people, things, places), and/or contexts do they use to illustrate their argument(s)? What effect do these have on their argument(s)?
h) Overall, how effective is the author(s)’ argument?

Assignment Layout
• Provide a cover sheet as for your fieldtrip paper.
• Write on one side of the page only using 12pt font size, 1.5 spacing, and clear headings.
• Write in the first person (use ‘I’ statements).
• Provide some kind of concluding paragraph or statement.
• Provide your two questions for discussion arising from the readings.
• Provide a list of references at the end. The two set readings for the week, plus any additional reading you found helpful should be included here. It is good to draw on other readings from the course to help your engagement.

Assessment Criteria
• Coverage of all elements 2
• Depth of analysis 4
• Clarity of organisation and expression 2
• Visual presentation and layout 1
• Grammar and punctuation 1

WRITTEN ENGAGEMENT DEADLINE:
Due Time and Date:  Monday 4pm March 19; GEOG 406 Assignment Box
Field Paper (25%)

Task
Write a 2000-2500 word paper: Critical Reflections on the Di-Splacement Activities Fieldtrip

Assignment Purpose
• To reflect on and deepen learning from the Fieldtrip: Di-splacement Activities – particularly about the workings of discourse.
• To think more explicitly about the intersections of place and identity by drawing on your own experience in the fieldtrip to engage with readings and class discussions.
• To use your personal experience as a vehicle to connect to the theoretical ideas and concepts we are exploring in class.
• To provide you with first-hand experience to inform your subsequent engagement with another place/site for your own fieldtrip/seminar facilitation and research paper.

Assignment Focus and Content
In the field paper you are asked to reflect critically upon the intersections of your identity/ies and the place/site of the fieldtrip. You are not required to report on the process of the fieldtrip per se or evaluate the fieldtrip unless aspects of these are critical to your analysis. Rather, you should focus on elements of your own subjectivity / ‘positionality’ and how they have been affected through your engagement in the fieldtrip. This is a more personal engagement than the written engagement and should integrate examples from the Di-Splacement Activities to illustrate your points. It is an opportunity for you to reflect on the intersections of place, power and identity utilising your direct experience and perspective. You will need to also demonstrate how your understanding of these intersections have been informed by, or are evidence of, theoretical discussions in the literature, using references.

Assignment Layout
• Provide a cover sheet, which has on it: the course name and number, your name and student ID number and the total number of words. Total word limit excludes your reference list.
• Write on one side of the page only, use 12pt font size, 1.5 spacing and clear headings/titles.
• Provide a list of references at the end. About ten sources would be ideal.

Assessment Criteria
1. Content and Analysis: 10
   You will be assessed on your ability to: provide definitions for terms used; define the limits of your paper; creatively and reflexively approach the assignment; provide detailed and insightful analysis; support your analysis with examples from your experiences;

2. Evidence of Reading: 6
   You will be assessed on the way and degree to which you appropriately integrate a range of texts and/or theoretical perspectives into your analysis.

3. Structure, Expression and Coherence: 6
   You will be assessed on your demonstration of: a clear and organised approach; the development of a logical and critically informed analysis; and a clear and accessible writing style.

4. Technical Presentation: 3
   You will be assessed on layout, grammar, spelling and the quality and accuracy of your references.

FIELD PAPER DEADLINE:
Due Time and Date:  Monday April 2, 4pm; GEOG 406 Assignment Box
Fieldtrip/Seminar Facilitation (25%)

Task
• To work in pairs/ or a three to design and facilitate an interactive engagement with a place/site/process of your choice for the rest of the class.

Purpose
• To give you the opportunity to explore a particular place, site or process in more detail.
• To enable you to work through particular theoretical engagements with your chosen place, site or process.
• To deepen your understanding about the power of discourse.
• To develop teamwork and collaborative analysis skills.
• To develop your skills in effective facilitation and presentation.
• To support your classmates’ learning through exposure to a range of case studies, examples and ideas.
• To gain feedback on your ideas to integrate into your research paper.
• To foster supportive and collegial relationships between all members of the course.

Focus and Contents
The student-facilitated fieldtrip/seminars are designed to be a participatory and interactive means of engaging theoretical ideas covered in the first few weeks of the course through examples and case studies. They encourage you to bring your chosen place/site/process into the classroom or to take the classroom out to your chosen place/site/process. The fieldtrip/seminar should focus activities around the three core questions driving this course:

• How are the geographic (re)workings of power manifesting themselves in new understandings of your chosen place(s) and identity(ies)?
• How are these places and identities being politicised? and
• Who benefits or loses out as a result of this politicisation?

I will take you through a process in Week 5 to establish the field groups. I will then ask each pair/group to provide me with their specific topic/site and two supporting readings by May 7 so that I can make copies of all readings to circulate to the class.

Possible place/sites/processes for student fieldtrip/seminars could include:
• The body and space – appearance, behaviour, living/dead, sick, pregnant, marked
• The home and domestic space – house or interior design, images of home, homelessness
• Public spaces - school and/or workspaces, urban and/or rural spaces
• Urban design - housing, monuments, green space, transport and place identity
• Rural places – idyll, nature, wilderness, national identity
• The nation/ national identity – icons, myths, representations, belonging, challenges to
• Age and space – children’s youth geographies, adult geographies, elderly geographies
• Gender, sexuality and space – heterosexual, homosexual and queer geographies
• Race, ethnicity and space - indigenous geographies, migrant and refugee geographies
• Ability and space – disabled geographies, sports geographies, leisure geographies
• Spirituality and space – sacred spaces, profane spaces
• Fear/safety and space – neighbourhood crime, gender/race/sexuality, war on terror
• Conflict over place meaning and territory – naming, access, ‘ownership’, war
• Transnational spaces – diaspora, refugee camps, social movements
• Representing place – mapping, marketing, filmic geographies, regional/international policy, development, tourism
You may choose one of the above, or find another. Whatever you choose, please do some reading around and about it to help refine your ideas.

Sara and non-facilitating members of the class will assess each fieldtrip/seminar according to the criteria below. Preliminary verbal feedback and questions will be shared immediately after the seminar. Sara will then collate student assessments and provide a summary to each student facilitator with their grade for this assignment.

**Assessment criteria**

*Pair/Group Aspects*

- Identification of a helpful and relevant supporting reading 2
- Communication of learning objectives for the seminar 2
- Clarity of organisation and structure for the seminar 3
- Evidence of collaboration and team work 2
- Creativity of approach (use of visuals, activities, discussion) 4
- Timekeeping 2
- Degree of participant learning 5

**20**

*Individual Aspects*

- Presenter’s depth of engagement/analysis with material 4
- Presenter’s clarity of delivery 1

**5**

**FIELDTRIP/SEMINAR FACILITATION DEADLINE:**

Due Time and Date: 12-1.45pm Tuesdays during Weeks 11-13

**Research Paper (40%)**

**Task**

- To write a 3000-4000 word paper on the place/site/process explored in your own fieldtrip/seminar.

**Purpose**

- To engage with the core questions driving the course using your chosen place/site/process to engage relevant theory and examples.
- To enable you to demonstrate your knowledge of key theories explored in the course as they pertain to your chosen place/site/process.

**Focus and Contents**

For this research paper, you are required to discuss/answer the core questions driving the course:

- How are the geographic (re)workings of power manifesting themselves in new understandings of your chosen place(s) and identity(ies)?
- How are these places and identities being politicised? and
- Who benefits or loses out as a result of this politicisation?
Your paper should integrate feedback from the fieldtrip/seminar presentation to refine your engagement and use appropriate examples and illustrations as well as ideas and concepts from readings (especially readings a – i) to support your points.

You will receive formative assessment on this assignment by submitting a draft worth 15%. The final paper should then reflect the feedback given and will be worth 25%.

Layout
As a general guide, your research paper will be expected to include the following:

• a cover sheet with your name, the course name and number on it, the assignment title and the total number of words. References are not included in the word count.
• an introduction to the topic and outline of your paper sections
• relevant section headings and subheadings (where appropriate)
• specific examples/case studies/figures/tables to illustrate and support your points
• an analysis or discussion of the key points
• conclusions or summary
• a thorough reading list (ten sources would be ideal – eight of which should be journal articles or books)

Before submitting your paper, you should:

• Check that your paper includes all the components listed above
• Type/write on one side of the paper only using 12pt font and 1.5 spacing, and leave a wide left-hand margin for comments
• Proof read and do a spell check

These aspects should be in evidence in the draft submission, and obviously polished and finalised in the final submission.

Assessment Criteria
To obtain the highest grades, your paper must demonstrate:

• a thorough coverage of the relevant issues and debates associated with the questions you are seeking to answer through the vehicle of your chosen place/site/process
• a deep level of understanding and analysis
• the use and correct referencing of a wide range of readings from varied sources (no more than 30% from the Internet)
• a clear structure and succinct expression using examples for illustration
• a logical and coherent approach with a well-balanced and articulate argument
• very good grammar, spelling and punctuation
• professionally-presented work with correctly-labelled tables and figures, integrated where appropriate
• a wide-ranging and correctly-formatted reference list
• originality from which the marker has learnt something new

RESEARCH PAPER DEADLINES:
Draft Due: Tuesday in class, in the week following your fieldtrip/ seminar

I will endeavour to provide you with feedback by Friday of this same week. You will then have a further week to integrate my feedback and resubmit.

Final Due: Friday in class, in the week following your draft feedback.
Participation in Class Discussion and Peer Assessment (no marks)

Task
• To develop pertinent questions for class discussion each week.
• To provide clear and constructive feedback on peers’ fieldtrip/seminar facilitation.
• To participate in weekly discussions.

Purpose
• To develop your ability to critically and sensitively debate the concepts and issues raised in the readings during the facilitated discussion sessions each week.
• To develop skills in peer assessment and constructive feedback.
• To foster mutual learning and support within the class.

Focus and Contents

Discussion Questions: Read all readings before each week’s class discussion and prepare questions or comments to contribute (even if you are not submitting a written engagement on the topic being discussed, or facilitating a fieldtrip/seminar). These questions ideally focus on the theoretical perspectives and their application to specific places/sites. They can also be about issues as well as the content of articles. They can also seek explanation or clarification. You don’t have to know the answer to your own question to pose it to the class!

Peer Assessment: In addition to reading, submitting questions and being prepared to discuss ideas, you will be involved in peer assessment of other students’ fieldtrips/seminars. This will involve you in the completion of a written assessment sheet for each presenter and in giving clear, constructive feedback. It is vital that you attend all classes and provide as much supportive feedback as you can.

Participation Tips
When you prepare for the facilitated discussion or seminars each week, and during the discussion itself, it would be useful to keep the following activities in mind to enable a mutually supportive learning environment:
- preparing by reading critically and submitting a typed question for each class discussion
- constructing logical points/arguments
- respecting different perspectives
- listening and responding constructively to others
- raising questions
- appraising and synthesising points/arguments
Grading Scale Used for all work: In line with other 400 and 500-level courses in geography, the following grading scale is used:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+, A</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td>A very high level of proficiency is demonstrated that is exceptional for students at 400/500 level.</td>
</tr>
<tr>
<td>A-, B+</td>
<td>Very good</td>
</tr>
<tr>
<td></td>
<td>A high standard is demonstrated with some exceptional points.</td>
</tr>
<tr>
<td>B, B-</td>
<td>Good/competent</td>
</tr>
<tr>
<td></td>
<td>A reasonable standard is demonstrated without being exceptional in any way.</td>
</tr>
<tr>
<td>C+, C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td>A fair standard is demonstrated, with some deficiencies being apparent.</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>A barely acceptable standard is demonstrated with deficiencies being apparent.</td>
</tr>
<tr>
<td>E</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Unacceptable standard with many deficiencies.</td>
</tr>
</tbody>
</table>

Penalties and Extensions for all work: Late work will be subject to a penalty of a grade (=5%) per day. A medical certificate or other written evidence must be supplied to Sara if there is illness or bereavement. Please organise and manage your time and workload so that you avoid any clashes with other courses’ assignment deadlines.

F. SUMMARY OF ASSESSMENT DEADLINES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Engagement</td>
<td>Monday March 19</td>
<td>10%</td>
</tr>
<tr>
<td>Field Paper</td>
<td>Monday April 2</td>
<td>25%</td>
</tr>
<tr>
<td>Fieldtrip/Seminar Facilitation</td>
<td>Tuesday of assigned week</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft</td>
<td>Tuesday in class, in week following fieldtrip</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>Friday in class, in week following draft feedback</td>
<td>25%</td>
</tr>
</tbody>
</table>

Please consider your overall workload and assignments for other courses in deciding when you are going to opt to do the fieldtrip/seminar facilitation for this course. Setting aside time each week to do the set readings and develop a question will also mean that you build knowledge and understanding as you go, which should support your writing for assignments.

Reminder – there is no examination for this course.
G. COMMUNICATION OF ADDITIONAL INFORMATION

Additional information or information on changes to course organisation, content or assignments will be conveyed either in class, through emails or through Blackboard. In addition, you can find out more detailed information about key dates, explanation of grades and other useful information at www.victoria.ac.nz/home/study. You can find out more about academic progress and restricted enrolment at www.victoria.ac.nz/home/study/academic-progress. The University’s statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar (See Section C.). Further information about the University’s academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at www.victoria.ac.nz/home/about_victoria/avcacademic.default.aspx

H. WORKLOAD, CREDIT, MANDATORY REQUIREMENTS AND WITHDRAWAL PROCEDURES

Credit: GEOG 406 is a 30 point, first trimester course.

Workload: 300 hours are allocated to this 30 point course (Science Faculty guidelines of 10 hours per course point). These hours consist of: 7 2 hour lectures, 3 1.5 hour student fieldtrip/seminars, 10 1 hour class discussions, a 1.5 hour documentary and a 2 hour fieldtrip. This makes a total of approximately 30 hours contact time. The remaining 270 you should expect to allocate to preparation for class and assignments (about 2 days - 19 hours a week - over 14 weeks). Please monitor the time you are allocating to the course, and attempt to spread your workload evenly over the trimester.

Mandatory Requirements and Associated Grades: Mandatory requirements refer to the work and activities you must complete in this course to achieve a passing grade. Because GEOG 406 is an internally assessed course, it is particularly important that you take note of these requirements and the implications of them for grading.

For GEOG 406 in 2012, you must:
1. Attend all class discussions, the Fieldtrip: Di-Splacement Activities and student fieldtrip/seminars.
2. Complete and submit all assignments.

To pass this course, you must meet these mandatory requirements and achieve at least an average of 50% (C grade) over all of the assessment. If, you gain at least 50% overall, but have failed to submit one or more assignments and/or have not attended all mandatory class sessions, then you will be awarded a K grade. This signifies that you have not met the mandatory course requirements, and have effectively failed the course for this reason. If you do not gain at least 50% overall, you will be awarded either a D grade (40-49%) or an E grade (30-39%) and these grades signify that while you have met the mandatory requirements you have still failed the course.

Withdrawal from the Course: If you decide, for whatever reason not to continue with the course, please see Sara before you do so. Information on Withdrawals can be found at: http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx
I. ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University’s learning, teaching and research activities are based. Victoria University’s reputation for academic integrity adds value to your qualification.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were your own, whether you meant to or not. ‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately.

This includes:
- Material from books, journal or any other printed source
- the work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material.

The School of Geography, Environment and Earth Sciences also interprets plagiarism as including:

1. Copying from another person’s work without indicating this through appropriate use of quotation marks and citations in footnotes or endnotes and the References section of your assignment.
2. Lengthy and close paraphrasing of another person’s work (i.e. extensive copying interspersed with a few “different” phrases or sentences).
3. Submitting written work produced by someone else as if it were your own work. This includes work copied from a book, magazine, journal, newspaper, etc.; another student’s term paper; a paper purchased from a term paper “factory”; material downloaded via the Internet, etc. **If in doubt, ask Sara!**

Note: including the work of others will not be considered plagiarism as long as the work is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University’s website:  

Use of Turnitin

“Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine http://www.turnitin.com. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.”

J. REFERENCING STYLE FOR ASSIGNMENTS

You must use reputable academic sources to back up what you say. Here’s how:

• When referencing sources of information in your written work:

  • Paraphrasing/summarising what someone has said:
    e.g. Sachs (1999) argues that development, as we have commonly known it, is over.

  • Paraphrasing an idea without directly referring to the author:
    e.g. Development is often argued to be dead (Sachs, 1999).

  • Quoting an author directly:
    e.g. According to Sachs (1999: 3): “Development is dead.” Or “Development is dead” (Sachs, 1999: 3).

  • Referencing multiple authors:
    e.g. Use both names for just two authors (Adams and Smith, 1999)
    Use an abbreviation where there are three or more authors (Adams et al., 1999).

  • Listing multiple sources:
    Choose either
    e.g. Alphabetically: (Adams, 1999; Duncan, 1984; Lister, 2002)
    or,
    e.g. Chronologically: (Duncan, 1984; Adams, 1999; Lister, 2002).

  • Referencing an Internet source:
    If you want to indicate that ideas come from an Internet site, reference the author’s name as above if there is one, or the publication or site and the year where available. Then provide the full address and date accessed in your references at the end of your assignment.

Remember to also provide references for any maps, diagrams or photographs you include in your assignments. Their sources need to be acknowledged.
• When constructing your reference list at the end of your assignments:

  • **Books:**

  • **Chapters in edited books:**

  • **Articles in a journals:**

  • **Internet References:**
    Where there are specific authors assigned to the piece you are wanting to reference:

    If an internet reference has a specific date associated with it, list this in the normal way.
    There may not be an author, in this case use the name of the publication or internet site:

**K. MATERIALS FEE AND ADDITIONAL READINGS**

**Materials Fee:** There is no materials fee associated with this course.

**Set Reading:** These readings will be given out in class and go into more depth about key concepts, issues or cases explored and build on the ideas presented in the lectures. These are the essential readings for the course as they form the basis of class discussion each week. They should also inform your assignments.

**Extra Reading:** From time to time I will mention extra readings recommended to supplement your learning, and to help with assignment preparation. They are not essential, but will greatly assist your understanding throughout the course.

**Other Sources of Information:** Other relevant books and journals are available in the library – particularly check out the following journals: *ACME: International E-Journal of Critical Geographies, Antipode, GeoForum, Social and Cultural Geography, Children’s Geographies, Gender, Place and Culture: Journal of Feminist Geography, Environment and Planning D: Society and Space.*

**L. SPECIAL NEEDS, PROBLEMS AND GRIEVANCES**

**Student and staff conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect.

*Place, Power, Identity 2012 /16*
The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.victoria.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:

www.victoria.ac.nz/policy/staffconduct

Academic grievances
If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; the VUWSA Student Advocate is available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.victoria.ac.nz/policy/academicgrievances

Students with Impairments (see Appendix 3 of the Assessment Handbook)
The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070
email: disability@vuw.ac.nz

The name of your School’s Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support
Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Phipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.victoria.ac.nz/st_services/

VUWSA employs a Student Advocate who deals with academic problems and provides support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.
Reasonable Accommodation Policy: The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Services to confidentially discuss your individual needs and the options and support that are available. Disability Services are located on Level 1, Robert Stout Building, tel 463-6070, email: disability@vuw.ac.nz. The name of your School’s Disability Liaison Person can be obtained from the School Administrative Assistant or the School Prospectus.